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ABSTRACT

This reader, the fifth in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 5 correlates to Skill Book 4 and above. The title of the story in this reader is Viet Nam. It consists of six chapters. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

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PROJECT P.R.O.U.D.

BOOK 5

VIET NAM

by Anonymous

U.S. DEPARTMENT OF EDUCATION
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PROJECT P.R.O.U.D. READERS

These readers were developed through a 310 Grant funded by the Federal Government to support a tutor training project. Project P.R.O.U.D. is an acronym for People Reading Their Own Unique Dictations. This project was designed to eliminate the problems associated with book-centered, one-to-one tutoring: uninteresting, non-pertinent material focusing on single reading skills rather than reading as communication; lacking in learner-centered activities, confirming low self-worth attitudes and the feeling of being a one-of-a-kind reader. Tutors using the language Experience approach with their students wrote these stories and used them as a teaching tool with their students in their lessons. This approach was learner-centered rather than skill-centered, with the student as an active, creative, equal participant in the learning-teaching process. The method utilized the unique experiences, knowledge and concerns of the students. The vocabulary, exercises and comprehension questions produced from the student's own words were more meaningful to the student.

The language experience stories and their accompanying skill exercises and comprehension questions were submitted by the tutors and students and collected into six readers/books. Through these readers, the students are able to share their experiences with other students, get recognition of the value of their communications and learn about other students' experiences and similar problems and concerns, as well as learning reading, decoding and comprehension skills. It is our hope that you as tutors will find these readers a valuable teaching tool to use as supplementary material in your one-to-one tutoring.

Director: Monica Kindig
Typist: Bunny Moon
Artist: Margaret Cieply

TUTOR'S GUIDE FOR PROJECT P.R.O.U.D. Readers

A. How to Choose the Right Book/Level

The reading level of the P.R.O.U.D. readers correlates to the reading levels of the Laubach Skill Books in that they are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader.

Reader #1 correlates to Skill Books, 1, 2, and 3

Reader #2 correlates to Skill Books 3 and 4

Reader #3 correlates to Skill Books 3 and 4

Reader #4, 5, and 6 correlate to Skill Book #4 and above

Choose a reader correlating to the Skill Book your student is now working in OR you may wish to start with the first reader regardless of the Skill Book you are using in order to access the full collection of stories which may interest your student.

B. How to Use/Read the Readers

1. Together, review the vocabulary in the box and any other appropriate vocabulary in the story:

   a. To read words:

      1. Sound out the beginning letter of the word

      2. Break it into syllables

      3. Sound out the syllables

      4. Sound out the word

   b. Discuss word meaning

   c. Use word in a sentence

2. Using the duet reading method, read the story with your student. If you know that your student can read the story comfortably without duet reading, allow the student to read it alone.

3. Read each sentence orally and have the student read each sentence after you.

4. Proceed to fill in exercise. Student should read each sentence and fill in the missing word. If this proves difficult for your student, remind the student to look back to find the exact sentence printed in the story.

5. Complete the remaining exercises and comprehension questions.

   NOTE: The last set of comprehension questions is geared to help your student form an opinion and possibly generate a story.

6. REVIEW: Read the story together again.

C. Is the Book You Chose Appropriate for Your Student?

1. If the story was too simple and the student wants more of a challenge, select the next higher book.

2. If the story was too difficult and the student would like an easier one, select the next lower book.

D. Other Suggested Uses

1. For an alternative, read the story to your student. This is particularly valuable if your student is interested in a story which has a reading level or vocabulary level much higher than your student's current reading skills.

2. Have your student read the story onto a tape for independent use at home, or to listen to in class while following along in the book.

3. The vocabulary in the stories will contain words which only need to be read orally for meaning in the story and do not need to be learned. Focus on vocabulary to learn that is a part of "everyday" usage.

   (Check your tutor handbook for Fry and Dolch lists)

4. Make up your own exercises as you see a need or interest develop for your student. Check your tutor handbook for other exercises you may use. Flash cards may be a useful tool in learning new vocabulary words.

5. You know your student best. Do the exercises which apply to your student's level. If an exercise is too difficult—skip it.

E. POINTS TO REMEMBER WHEN USING P.R.O.U.D. Readers

1. Readers should not be used consumably

   Use transparency overlays for puzzles or activities in the readers. Transparencies can be obtained from the office.

2. Students should be encouraged to keep a notebook in which to record answers to the comprehension questions or to write their own stories.

3. Students should always respond to written or verbal questions in complete sentences.

VIET NAM
by Anonymous

CHAPTER 1

My first day
in Viet Nam
I will never forget.
As I stepped out
of the plane,
it was so hot
that I broke out
in a sweat.

Then as we
took a seat
at the airport,
a sergeant told us,
"The first thing
I got to say is
when the whistle blows,
go to the bunker
to the rear."
Just then
the whistle blew.
Everyone went
to the bunker.
The airport was receiving
rocket fire.

In about an hour
they said it was OK
to come out.
That was some day.

DID YOUR UNDERSTAND?

1. What will the author never forget? Why?

_____

2. Why was he sweating?

_____

3. What was he told to do when the whistle blew?

_____

4. Why did everyone go to the bunker?

_____

5. How long did the fire last?

_____

6. What did the author mean by "That was some day"?

_____

WHAT DO YOU THINK?

1. How would you feel if it were your first day in Viet Nam?

_____

CHAPTER 2

It was
several days
before I got
with the company
that I was going
to spend
the year with.

The reason
I got to be
with that
particular company
was over half
of them
got injured.
They were on
a three day
reconnaissance.

After the three days
choppers came in
and picked us up.
They took us
to the field.

When we got
to the area
where we were supposed
to land,
the chopper hovered
about fifteen feet
above the ground.
Someone hollered,
"Jump, jump."

Then as someone
pushed me out,
I flew
to the ground.
My unfastened helmet
came down
and smashed me
on the nose.
That made
my eyes water
and I could not see.
That was
just the beginning.

DID YOU UNDERSTAND?

1. Why was the author put in that company?

_____

2. How did he get to the field?

_____

3. What is a chopper?

_____

4. How did he get off the chopper?

_____

5. Why did he write that this was just the beginning?

_____

WHAT DO YOU THINK?

1. What would you have done if you were told to jump off the chopper?

_____

CHAPTER 3

Two days later
we were eating dinner.
All of a sudden
they opened
fire on us.
You could see
the leaves moving
as the bullets
went through them.
You could hear
the crack
of the bullets
as they passed
by my ears.

My buddy was laying
along side of me.
He said,
"You look that way
and I will look
this way."
I said, "OK."

They kept on
firing at us.
Then one
of our sergeants
said to start firing.
We did
and the firing stopped.

That taught us
a quick lesson;
don't just lay there,
start firing.

DID YOU UNDERSTAND?

1. What happened when the men were eating dinner?

_____

2. What did the author see?

_____

3. What did he hear?

_____

4. Tell about the "quick lesson."

_____

WHAT DO YOU THINK?

1. Have you ever been afraid for your life? What happened?

_____

2. Have you ever been afraid that anyone in your family or a friend was going to get hurt? What happened?

_____

CHAPTER 4

Late that day
the sun
was starting
to go down
when all of a sudden
there was
a loud bang.
I looked up
and a limb
of a tree
right above
was blown off.
We were receiving
mortar fire.
If that limb
was not there,
I might have died.

Then another
mortar round
hit several feet
from me,
and a piece
of shrapnel
hit me on the chest.
When it hit me,
it felt
like a hot coal
was burning
through my chest.
I looked down
and there was
a hole
through my T-shirt
and blood started
to wet my shirt.
I thought
that I was going to die.

I called
for the medic.
They called
in a medevac.
It took me
to a hospital
where the doctor told me
that I was going
to be OK.

I was in
the hospital
for one week.
Then they sent me
back to the field.

DID YOU UNDERSTAND?

1. Why did the author look up?

_____

2. What did he see?

_____

3. Then what happened to him?

_____

4. To where was he taken?

_____

5. How long did he stay there?

_____

WHAT DO YOU THINK?

1. How did you think the author felt when he was hit?

_____

2. How would you feel if you were hit?

_____

CHAPTER 5

Several weeks later,
a squad of us
went on a patrol.
We set up
our perimeter
around a well.
The well is
where we
take our baths
with our helmets.

That same day
we got
our mail.
It had been
several days
since we had contact
with anyone.
Everyone was
relaxing.

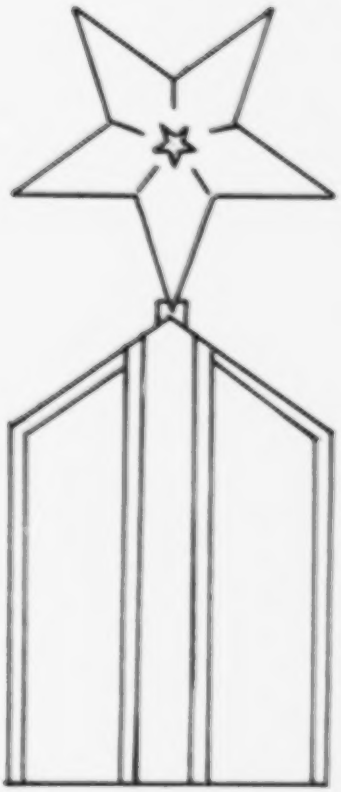
Than, all at once,
they opened fire
on us.
They had us
pinned down.
Someone yelled,
"Someone go get help.
Bunapper is dead.
Banks is hit."

I jumped up
and started to run
as fast
as I could.
I could hear
the bullets crack
as they went
past my ears.
I made it back
to the company.
I told the captain
what had happened.

It didn't take
the company long
to start moving
towards my squad.
We started firing
into the woods line
on both sides
of the company.
We made it back
to my squad.

They called
for the medic
for Banks
and a chopper
for Bunapper.
We set up
a company
perimeter
at that spot.
Someone found
a tunnel
at that place.

It was full
of ammunition.
For what I did,
I received
a Bronze Star.



DID YOU UNDERSTAND?

1. How did the soldiers take a bath?

_____

2. How many soldiers got shot?

_____

3. What did the author do?

_____

4. What noise did the bullet make?

_____

5. What did the author receive? Why?

_____

WHAT DO YOU THINK?

1. Do you know anyone who was in Viet Nam? What did they tell you about it?

_____

2. Do you think this is a typical day for a soldier in a war?

_____

CHAPTER 6

The worst day
I had in Viet Nam
was when my squad
went out on
a lookout post.
We were securing
the tanks
at the time.

We had been
at our post
about an hour.
Then a person
from the tanks
called me
on the radio.
He said
"We got movement
to your front."

Just then
the tanks
opened fire
on us.
We were
the movement
to the front.
I lost
two good friends
over a big mistake.

The best time
I had in Viet Nam
was when
I looked out
of the plane window
at Viet Nam.
The plane
was taking
me home!

DID YOU UNDERSTAND?

1. Where did the squad go?

_____

2. Why was this the worst day?

_____

3. What was the best time the author had in Viet Nam?

_____

WHAT DO YOU THINK?

1. What was the worst day in your life?

_____

2. Would you want to be a soldier?

_____

3. How do you feel about the Viet Nam War?

_____

4. How do you feel about those men who fought in the war?

_____

STUDENT EVALUATION

1. Did you enjoy the readers and the exercises for the stories?

2. What story or stories interested you most?

3. What story or stories did you like least?

4. Did you write your own story with your tutor?

5. Did you enjoy reading your own story?

6. Did you learn the meaning of words you used in telling your story?

7. Would you like to continue writing your own experience stories?

8. Do you have anything to add about reading these stories or writing your own?

TUTOR EVALUATION

1. Was the tutor guide helpful in preparing you to use the readers?

2. Were the stories interesting to your student? Why or why not?

3. Were the exercises helpful to your student in understanding the story? Why or why not?

4. What would you like to see changed in the exercises?

5. Did the stories and the exercises encourage your student to write his or her own experience?

6. Did the stories improve the overall quality of your lessons?

Comments_____

_____

_____

_____

_____